



# National Congress Bulletin

NOVEMBER 1950 PUBLISHED BY THE NATIONAL CONGRESS OF PARENTS AND TEACHERS • CHICAGO 5 • VOL. 18, NO. 3

## Dear Friends:

THANKSGIVING DAY in this midcentury year will find America giving thanks for God's merciful protection from dangerous adversaries of freedom, and will find us more than ever aware of the priceless qualities of human liberty. It may be that the outcome of events around the world will bring us, as a nation, to recognize the original purpose of Thanksgiving Day—a day for prayer and giving thanks.

We are saddened by our losses in the defense of Korea and the necessity of our preparations for defense. But we are thankful for the existence of the United Nations, that instrument of order and justice in which sixty nations over the world have united their strength for the preservation of freedom and liberty. We are devoutly thankful that the United Nations' policy of "protection from aggression" has been sustained, even as we mourn the great cost in human life and material resources.

In this midcentury year we find ourselves expressing gratitude for many gains in our own society that favor the growth and development of children and youth. We are grateful for citizenship in this our free land; for human dignity and respect for the individual; for the right to own property, to choose a vocation, to seek one's own pleasures; for the right to family life, education, social and civic responsibility; and for our heritage of freedom and our opportunity to sustain it.

We are grateful for all elements of enriched living, remembering always that such privileges as we enjoy daily here in America are still unknown to millions of men, women, and children over the world. As a people we will remember that without grateful hearts even the light of freedom may grow dim.

### INTERNATIONAL RELATIONS WORKSHOP

When your unit paid dues of five cents per member to the National Congress this year, you helped to make possible a workshop that may have greater significance than any other project we have attempted in 1950. We named it simply the international workshop, where for three full days and two evenings the state chairman of international relations from each state branch, the state presidents, and national officers and chairmen labored together to develop plans through which parent-teacher units and individual members may work more effectively toward permanent peace.

The objectives of the workshop included study of the problems of the United Nations and UNESCO, especially of the relation of our parent-teacher work to those problems, and I am sure you will be hearing from your state chairman soon about the general plans and recommendations made at the meeting. The suggestion was made that each local unit secure a United Nations flag that can be displayed with the

*(Continued on page 2)*



Mrs. John E. Hayes, president of the National Congress; Mrs. Newton P. Leonard, first vice-president; and Dr. Hans Bolten of Stuttgart, Germany, look over an item of interest in a UN publication as they wait for the bus that will take them on a trip to the United Nations' headquarters at Lake Success, one of the highlights of the international relations workshop in New York at which Dr. Bolten was an observer.



stars and stripes as a reminder that our best hope for peace with freedom is the United Nations.

### BOOK WEEK

There is always one more task for a parent-teacher leader, and I hope you will find it possible to help make Book Week an event of importance in your community. The local librarian will be ready to cooperate by lending books for display at the parent-teacher meetings. Bookstores and dealers can be persuaded to make attractive window displays of the kind of books that are helpful to our children and youth. We must do what we can to prevent decline in the reading habits of all people, but of young people especially. Reading is still the universal key to culture and contentment.

### HISTORIC GAVEL PRESENTED

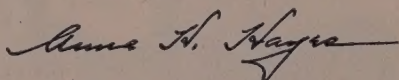
At the September meeting of the Board of Managers a noteworthy event took place. Our honorary president, Mrs. A. H. Reeve, who now resides in New York, presented to your president the gavel that was used by her when she was president of the International Federation of Home and School from 1927 to 1933. It is a beautiful gavel, made of redwood and given to Mrs. Reeve by the California Congress.

She said when she made the presentation: "May this symbol of our international partnership between home and school serve to extend more and more the fellowship that grows between people who hold, in a common bond, a sincere interest in the welfare of all children and faith in man's ability to develop a world at peace."

\* \* \*

One more word about Thanksgiving. Many families will be saddened by the absence of members who are in service for our country. That vacant place at the Thanksgiving table might be filled by someone who has never known the joy of an American Thanksgiving.

Faithfully yours,



Mrs. John E. Hayes, President  
National Congress of Parents and Teachers



# INTERNATIONAL

STATE presidents and chairmen of international relations and world understanding met in New York with the national officers and chairmen from September 28-30 for a long-awaited event—the international relations workshop of the National Congress. The highly informative and inspirational program for this workshop was carefully planned to afford these parent-teacher leaders a good opportunity to:

1. Visit United Nations headquarters, American Association for the United Nations, and the United States Mission to the United Nations to learn firsthand more about the objectives, procedures, and activities of the UN.
2. Obtain background information on current issues facing the United States and the United Nations and to review the long-time interest and achievements of the National Congress in the field of international relations.
3. Meet and talk with men and women prominent in national and international affairs.
4. Examine materials that are useful in the promotion of international relations programs.
5. Study how the needs of people in other countries may be met through international education projects of the National Congress.
6. Find ways of helping local units develop better international relations programs.

During the first two evenings of the workshop the participants met in small discussion groups to define certain problems, share experiences, and make recommendations for future action.

International relations experts were invited to serve as resource persons for each of these four groups, along with national officers and chairmen. A recorder for each group kept a list of the most important points in the discussions, which were later presented to the entire membership of the workshop.

One of these four groups took up "Resource Materials"; another, "Better Use of Visual Aids and Radio"; the third, "International Education Projects"; and the other, "Better Techniques in the Presentation of International Relations Information".

As a guide for local units, we are presenting the following summary of the recorder's reports.

### Group I: "Resource Materials"

• The group agreed on the following sources as the most valuable in obtaining accurate information about international relations.

1. People—teachers; community and educational leaders; foreign-born children and adults, including exchange teachers and students and visitors from other lands; students in social study classes.

Some of the workshop members entering one of the buses chartered to take them to United Nations headquarters.



# RELATIONS WORKSHOP

(Continued on pages 4 and 5)

2. Cultural arts—folk songs, dances, dramatics, fine and manual arts.

3. Community institutions—churches, libraries, schools, and art galleries.

4. Governmental departments and agencies—State Department; United States Mission to the United Nations; United Nations and its related agencies, such as UNESCO.

5. American Association for the United Nations and its related services.

6. Printed materials—books, pamphlets, leaflets, and magazines. Begin with publications of the National Congress, particularly *Parent-Teacher Manual* for 1950–53, pages 147–150; *Convention Digest* 1950; *National Congress Bulletin*; and *National Parent-Teacher*.

Before using other printed materials ask (1) *Who is the author?* (2) *If it is another organization, does the National Congress cooperate with this group?* (3) *Does the library have information about this source?* (4) *Who recommends it?* (5) *Do familiar objects check with the readers' knowledge?* There is too much dependable information available to bother with second-rate materials.

## Group II: "Better Use of Visual Aids and Radio"

• The group agreed that films are no longer a novelty and that people are not satisfied to have a motion picture offered as a substitute for a planned program. With this thought in mind, the group recommended the following visual aids projects as particularly worth while in trying to increase world understanding.

1. Presenting film festivals in which several films that deal with international relations are used in connection with a conference or a series of meetings.



Mrs. Hayes is the second lady from the right in this group, which is also boarding a bus for a trip to Lake Success.

2. Making use of a bookmobile to carry suitable films where they are needed for presentation on a P.T.A. program. The bookmobile driver might even operate the projector. Such an arrangement would benefit rural areas particularly, for often they do not have access to the facilities available in cities.

3. Showing films that deal with certain phases of international relations and then being ready to provide additional information on the subjects. Few films tell the whole story, nor are they always up to date.

4. Arranging for appropriate filmstrips or films to be shown at P.T.A. meetings in connection with talks by exchange teachers or students.

5. Making good use of slides in the classroom as well as at P.T.A. meetings.

6. Encouraging the establishment of a library of films and filmstrips as a service of the public library.

7. Requesting local theatres to show outstanding foreign films. Language classes will be particularly interested.

• The group also agreed that too few television and radio commentators are seriously attempting to create understanding and good will among people, largely because listeners and viewers fail to demand anything better than mere gossip. Members of the group recommended these courses of action to help improve radio and television programs in the field of international relations.

## NATIONAL CONGRESS BULLETIN

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### NATIONAL CONGRESS OF PARENTS AND TEACHERS EDITORIAL STAFF

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Editorial assistants: Florence M. Cromien, Mrs. Dorothy Middleton

Managing editor: Mary A. Ferre; assistant on production: Mrs. Elizabeth Hall



Second from the right is Mrs. R. N. Gould, national chairman of International Relations.



1. Use of the scripts that may be obtained from the Radio Coordination Office of the United Nations at Lake Success, the manuscripts on the United Nations that can be obtained from the U.S. Office of Education, and recordings such as "This Is the UN".

2. Celebration of special days, such as United Nations Day, with appropriate broadcasts.

3. Interviewing exchange students and teachers on radio and television programs.

4. Organizing listener and viewer groups for outstanding programs.

### Group III: Topic — International Education Projects

• The group was largely concerned with finding ways to sensitize parents and teachers to the need for, and opportunities in, promoting greater world understanding. It agreed on these suggestions:

1. Encourage the formation of discussion groups, particularly United Nations study groups.

2. Recruit more American teachers for the exchange program who speak a foreign language fluently.

3. Follow-up suggestions from the National Congress, and use the *National Parent-Teacher* for information and inspiration.

4. Study the material on international relations that state chairmen should submit regularly for the state bulletin.

5. Prepare material on various phases of international relations to be distributed at P.T.A. meetings.

6. Present schools with the recording "This Is the UN".



Mrs. Clifford N. Jenkins, regional vice-president and discussion leader, speaks to the group considering "International Education Projects."

### Group IV: Topic — Better Techniques in the Presentation of International Relations Information

• The value of study groups in international relations was stressed as well as the need for every P.T.A. to have at least one program each year devoted to some phase of this field. Accordingly, the following projects were suggested for parent-teacher associations:

#### 1. Discussion and study groups.

a. Organize a study group and select a particular area of the work of

the United Nations as a general topic for the year, such as "Human Rights." (Well-informed P.T.A. members can inspire others in the community to take an interest in world affairs.)

b. Invite men and women of foreign background to speak to the group.

c. Sponsor a "Peoples Section for the United Nations." (Obtain information from the American Association for the United Nations and subscribe to its valuable study guide—"Question of the Month," which costs only \$1.00 a year.)

d. Organize a speakers' bureau on international events or recruit teams of discussion leaders.

#### 2. Dramatizations

a. Suggest that students in English, civics, or history classes write scripts about the United Nations. Ask the teachers to direct the presentation of these scripts at a P.T.A. meeting and at a school assembly.

b. Have the students or parents and teachers dramatize a model meeting of the General Assembly or Security Council of the United Nations. (Those in the community who have seen the UN in action could assist the director.)

#### 3. Folk festivals and pageants

a. Cooperate with other groups in sponsoring festivals that feature the various nationality groups found in the community.



Some of the members of the discussion group that compiled the list of "Resource Materials." The leader was Mrs. James C. Parker, national chairman of the Committee on Congress Publications, who is seated third from the left at the head of the table.



b. Demonstrate at a P.T.A. meeting the food, dress, and customs of a foreign land.

c. Learn the folk dances and songs of other countries.

d. Plan an international faith tea at which religious customs around the world would be described.

The group agreed that such events as all-nation costume parties and international dinners are valuable as a start, but there was a decided feeling that if P.T.A.'s are to do a good job of increasing world understanding they must encourage their members to talk and visit with men and women born in other lands, to study with them, and to discuss with them topics of common interest.

#### 4. Letter writing and gifts.

a. Write letters to Japanese parent-teacher people and tell them about our P.T.A.'s and ask what their local units are doing. Inquire at the local post office about international reply coupons, and address letters to: Lt. Col. D. R. Nugent, Chief of Civil Information and Education Section, GHQ, SCAP, APO 500, 2/o Postmaster, San Francisco, Calif.

b. Encourage the school to adopt a school in a foreign land and exchange letters and send recommended gifts.

c. Support CARE-UNESCO book project by sending a check directly to the National Congress of Parents and Teachers, 600 S. Michigan Blvd., Chicago 5, Illinois. The money will be pooled and sent in one large sum for the purchase of books, each of which will carry the name of the Congress.

d. Send CARE packages.

#### 5. Tours and field trips

a. Finance trips to the UN for students. Funds could be raised through a special tag day.

b. Cooperate with civic groups in sponsoring student tours to the UN.

#### 6. Other helpful suggestions

a. Promote the teacher exchange plan.

b. Have men and women from other lands discuss conditions and customs in their respective countries at a P.T.A. meeting. Allow time for questions from the audience.

c. Invite these people for special holiday meals to give them a better understanding of American customs.

d. Plan a suitable program for United Nations Week and ask other community organizations to do likewise.

e. Purchase a United Nations flag for display at P.T.A. meetings along with other UN materials or ask members who sew well to make the flag.



A portion of the discussion group that was assigned the task of recommending "Better Techniques in the Presentation of International Relations Information." Dr. E. B. Norton, national chairman of School Education—seated fourth from the left at the head of the table—was the leader.



Dr. Bruce E. Mahan, national chairman of Visual Education and Motion Pictures, leads the discussion on "Better Use of Visual Aids and Radio."



Mrs. Hayes addresses the national officers, national chairmen, state presidents, and state chairmen of international relations and world citizenship who took part in the workshop. The beautiful leis of fresh Hawaiian flowers being worn by Mrs. Hayes, Mrs. Leonard (left), and Mrs. Gould (right) were gifts from the Hawaii Congress, which had them flown in especially for the occasion.

f. Include reviews of such books as *Peace on Earth* on P.T.A. programs.

g. Work for better press releases to show the achievements of the UN.

h. Help to organize international relations clubs in high schools. A state conference of these clubs could be held during the summer, and the P.T.A. could make it possible for delegates to attend.

If you desire more information about any of these suggestions, your state chairman of international relations will be happy to supply it.

All these candid pictures of the international relations workshop were taken by Standard Flashlight Company.





## The Citizen Child-

HIS DESTINY,  
A FREE WORLD



## AREAS FOR ACTION IN 1950-51

### Dear Local President:

**L**AST year in the November issue of the *Bulletin* the steering committee of the National Congress of Parents and Teachers presented a general "Plan of Action for P.T.A.'s," which was designed to help all parent-teacher associations carry out our administration theme for 1949-52, "The Citizen Child: His Destiny, a Free World."

In the months that followed many of the national chairmen presented specific "Plan of Action Pointers" in the *Bulletin* to serve as guides for the corresponding local chairmen in planning their programs and activities.

Now the steering committee has designated certain phases of this plan of action that it believes should receive particular emphasis in 1950-51. Concentrated attention and accelerated action on the part of every parent-teacher association will be needed if we are to advance further toward our goal of a better world for all children.

We are, therefore, counting on your local unit to study carefully these "Areas for Action in 1950-51." If your P.T.A. is already putting some of these suggestions to work you are off to a good head start in making this a highly successful year. No doubt your association and every other local unit can begin several new projects immediately. Other activities on the following list will require some preliminary planning first, but please start on them too as soon as you possibly can.

MRS. NEWTON P. LEONARD, *Chairman  
National Steering Committee*

#### Committee members:

Mrs. L. E. Burr  
Joseph K. Folsom  
Mrs. R. N. Gould  
Mrs. A. O. Haislip  
Herold C. Hunt

Mrs. Fred Knight  
Ralph H. Ojemann  
Esther E. Prevey  
Mrs. Dale Thomas

● At a time when attention is focused on the military defense of the democratic way of life, we must strengthen and quicken our program of action. In the midst of present-day tension and strife we must be constantly on the alert lest children be forgotten, for no matter what happens children are our first concern. The home, school, church, and community—all united in purpose and in action—serve as the fortifications. So that each child may be "a free citizen in a free world" we pledge ourselves to carry on these activities.

### In the HOME

Help members of families

- (a) to understand each other better,
- (b) to face present-day problems and situations with courage and spiritual strength, and
- (c) to learn everyday ways of releasing or relieving tension.

#### Steps to take:

1. Ask every P.T.A. member to become a member of a study group.
2. Arrange programs that will help parents to develop sound family relationships in this particular day and age.
3. Plan activities for families as units.

### In the SCHOOL

Arrange for joint planning of parent-teacher programs and projects by parents and teachers. Give the public a clear understanding of the purposes of education. Promote immediate, informed action on the part of all citizens to meet crises in education.

### Steps to take:

1. Strengthen home-school relationships through personal contact among parents and teachers both in the home and in the school.
2. Give all-out support to civic and legal measures that will meet the financial needs of the schools.
3. Cooperate with the state and local education associations in their "Know Your School" program.
4. Encourage development and support of educational curriculum suitable for this day and age.

### In the COMMUNITY

A. Provide opportunities for children and youth to participate in determining community needs and planning youth projects for community improvement.

#### Steps to take:

1. Further youth-serving organizations.
2. Include youth representation and participation in P.T.A. activities.
3. Give a genuine hearing to youth in regard to community planning.
4. Promote cooperative study of community problems by youth and adults.
5. Encourage youth to participate in citizenship activities.
6. Work to create in children and adults a sincere respect for the faiths represented in the community, and cooperate in community-wide religious meetings.

B. Meet the responsibilities of citizenship and participate in its benefits.

#### Steps to take:

1. Urge men and women to become better qualified voters by studying the measures to be voted upon and the qualifications of the various candidates for office.
2. Provide information on local, state, and national legislation affecting children.
3. Urge voters to register, if necessary, and to cast their ballots at election day.
4. Dramatize law observance and enforcement.



## the WORLD COMMUNITY

Seek a better understanding of the people of other lands.

## Steps to take:

1. Provide programs that depict the customs and culture of other lands and show how much they have contributed to our way of life. Ask those who are familiar with other lands to take part, and make use of films, exhibits of childrens' books, international folk festivals, etc.
2. Invite exchange students and teachers into homes and P.T.A. meetings.
3. Participate in the international education project of the National Congress.
4. Observe World Fellowship Day.

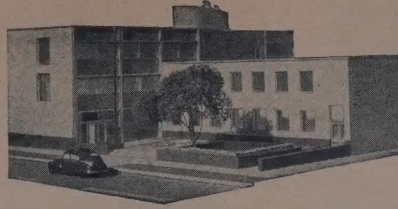
## Steps to take:

1. Organize study groups on the United Nations and its allied agencies, such as UNESCO, FAO, and WHO.
2. Present news flashes on current international events at monthly meetings.
3. Read aloud at each P.T.A. meeting sections of the national president's messages in the *National Congress Bulletin* and the *National Parent-Teacher* that have to do with Congress' participation and interest in international affairs, or present a particular national project in this area.

## Circle These Dates . . .

May 21, 22, and 23, 1951, and then plan a CIRCLE TOUR to the next national P.T.A. convention in Miami Beach, Florida. Come and hear the outstanding speakers. Meet the national officers. Take part in the important discussions. Enjoy good fellowship with other P.T.A. members and friends. And then stay over, if you like, to see the sights of this vacation paradise where hotel rates are low in May.

Give "National Parent-Teacher" for a Christmas gift this year.



## People Are Asking...

**Q. Why does the National Congress need a headquarters? What is it going to put in it?**

**A.** A very practical question, and we are glad to answer it. The National Congress serves 50 state branches, 35,000 local parent-teacher associations, and 6,167,079 members. It takes a lot of typing, filing, bookkeeping, and mimeographing to keep these branches, associations, and members supplied with all the various materials and information they request. That means there must be office space in its headquarters building—space for clerks, stenographers, typists, bookkeepers, and supervisors. It also takes a lot of writing, editing, proofreading, planning, and production to handle the printing that is necessary to keep more than six million members and their leaders informed and instructed. Therefore space must be provided for editors and other workers skilled in these tasks.

The National Congress supplies field service to its state branches. Therefore space must be set aside for these workers and for the clerks and stenographers who have to keep their correspondence, schedules, and supplies in order.

We must also furnish space for those who assemble, pack, and ship the thousands of publications and supplies that are provided annually. It is not easy to sort, wrap, and pack in cramped quarters. As an example of the volume of work handled in this one division, last year the National Congress was required to send out 43,083 pieces of first-class mail and 73,385 pieces of other mail, not including cards and circular matter relating to the *National Parent-Teacher* and the *National Congress Bulletin*. In addition, hundreds of cartons of publications and other items were sent by express to state, district, and council centers for redistribution.

The *National Parent-Teacher* alone needs a whole floor to accommodate its staff and to carry on its business—a very detailed one, incidentally. Scores of filing cabinets, 500,000 stencils, four power addressing machines, and other office equipment swallow up a tremendous amount of floor space. In fact, the heavy machines required for the *National Parent-Teacher* and the *National Congress Bulletin* should be on a ground floor rather than scattered around in whatever space is available on the ninth and thirteenth floors of the building we are in now.

The new headquarters must also provide sufficient storage space to enable the National Congress to purchase materials in large quantities, and keep them where they are convenient to get at and use. It is not economical to buy in small quantities—or to purchase in large quantities, store elsewhere, and then pay constant hauling and transfer charges.

The headquarters will have an office for the national president who must of course spend considerable time there to carry on the administrative work of the organization.

There will be a large conference room for the Executive Committee of the Congress, so that members of this Committee can meet where the information and assistance they need will be close by. No longer will they have to travel back and forth between hotel meeting rooms and the National Office to transact the organization's business.

Since hundreds of parent-teacher members pass through Chicago each year, there will be a reception room in the headquarters for their use. There will also be a room devoted to records and mementoes that have particular historical interest to parent-teacher members.

The new headquarters building will serve also as a parent-teacher research center. It will be the place in America where people from all over the world may come to find up-to-date information based on the knowledge and experience of parents and teachers and of specialists in child development and parent education. It is time that America's parents and teachers set up a tangible symbol of their partnership in the most important business of the day—the training of America's children.

\* \* \*

The National Congress is indeed sorely in need of a place it can call its own, where it can house its business and conduct its affairs in a modern, efficient, home-ownership manner.



MRS. JAMES  
FITTS HILL

## HELLO AGAIN, FRIENDS:

ARE you one of the persons responsible for the smile on my face as I sit in this chair? You are indeed if you are one of the many, many parent-teacher friends who sent me "Dear Elizabeth" cards this month. Such friendly, loyal, enthusiastic messages warm my heart and give me real cause to rejoice. Not only have you sent me letters and cards, but you have sent in subscriptions by the thousands! The last I heard was that this month (October) we had received more than 50,000. That's close to an all-time record for us. So no wonder I think you all are wonderful!

Since many of you are asking for sample copies—old or new, you say—I have arranged to send one to every local association. If you're the local president you'll get it, but please don't keep it too long for yourself. Pass it on from officer to officer and from member to member, and if it gets too much the worse for wear, write and ask me for another copy.

I want everyone who belongs to a P.T.A. to *know* we have a magazine. We get a lot of new members every year, and sometimes they don't hear about the *National Parent-Teacher* at all. That's not good. In fact it's really a shame for parents and teachers to have such splendid help available—and then not to know it exists. So please be sure to "pass the sample!"

How many of you are going to have your association's name in the January issue of the *Bulletin*? That's the issue in which we begin to announce the names

of the P.T.A.'s that have sent in *fifty or more* subscriptions since April 1, 1950. If your association is entitled to this credit be sure to let us know. Just write the last names of your subscribers, the date the orders were sent, and the name and address of your P.T.A. on a sheet of paper and mail to *National Parent-Teacher*, 600 South Michigan Boulevard, Chicago 5, Illinois.

I know we all like to have in our hands tangible evidence of our achievements, but let's not forget that the real reason we are promoting the *National Parent-Teacher* is because it contains information that is mighty important to our members. There just isn't another magazine like it anywhere and it's *ours*, every square inch of it. We are the ones who conduct parent-teacher work in such a way that the best writers in the country are proud to have their names in the official magazine of our organization. We are the ones who know what a valuable instrument we have and are willing to spend time telling others about it and taking subscriptions to it.

A subscription to the *National Parent-Teacher* is different, too, from other subscriptions. Every subscription we place is a symbol of volunteer service to children and youth. We don't get paid for getting subscriptions, and the *National Parent-Teacher* makes no profit from its subscribers. So you see, we are rather a unique group of workers, interested only in helping children, improving our communities, and making this a better world for all. For that reason our efforts should be blessed and our success assured.

And now, good-by until next month. Let's make November and December humdingers by gathering in every prospective subscription in town. A challenge? Yes, it is! But who ever heard of a real parent-teacher leader—national, state, or local—ducking a challenge or a task where the welfare of children was concerned?

Yours in service to children,

*Elizabeth Hill*

## Statement on Youth Serving Agencies

ADOPTED BY THE BOARD OF MANAGERS OF THE NATIONAL CONGRESS OF PARENTS AND TEACHERS, SEPTEMBER 1950

THE National Congress of Parents and Teachers has a great interest in the activities and the philosophies of the youth-serving agencies. These groups, in general, seek through carefully planned programs to build character and to develop good citizens. Usually membership is open to all, regardless of race, religion, or economic status.

The local unit has certain responsibilities toward any group with purposes so closely related to its own program as are those of the youth-serving agencies. It should seek to arouse interest in the need for youth groups; it should encourage formation of such groups; it should stimulate leadership for such groups; it should cooperate with the groups in promoting good citizenship.

If a local unit assumes the sponsorship of a youth group, this sponsorship includes the above-stated responsibilities. It does not, however, include financial obligation for such items as payment of individual dues or the purchase of uniforms or equipment. Units should not make contributions to any groups or agencies from P.T.A. funds. But when it becomes essential to the formation or continuance of youth group work, a local unit may pay the fee for adult leadership training and/or the registration fee of the group.

One phase of the training for good citizenship is training the whole group as well as the individual members, for self-sufficiency. Local units, therefore, should not assume responsibility for the projects of such groups but should cooperate in the development of these projects.

Mutual understanding and knowledge of our several programs are essential to a fruitful cooperation between National Congress groups and youth-serving agencies.